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| **Literacy for Growth** | **Best Practice Strategies** |
| **Laying Foundations**  “How do you lay the groundwork so all students become strong readers?”   * Concepts in Print | * Reinforce explicitly and implicitly concepts of print: left to right, top to bottom, page by page (turning), first to last * Distinguish between sound, letter (capital and lowercase), word, space, sentence (begins with a capital and ends with punctuation) |
| * Oral Language | * Develop opportunities for whole group, small group, paired and independent speaking and listening venues * Create norms and expectations for each of these different settings. * Model and provide descriptive feedback to students about their participation and achievement in these settings and provide opportunities for students to give feedback to peers * Make sure students understand what makes a good listener and a good speaker * Create authentic speaking and listening experiences – relevance is key, think about the purposes of speaking and listening in your life * Learn about your students’ literacy worlds and bridge home to school literacy |
| * Vocabulary Development | * Embed verbal rehearsal by checking for understanding during discussions, requiring specific vocabulary to be used, practice with word cards and think-pair-share * Use of digital, video, or realia artifacts to build background knowledge or vocabulary comprehension * Relate new vocabulary to a students personal experiences and existing schema * Create relevant opportunities for students to use new vocabulary in a variety of settings across content areas * Use vocabulary-based semantic feature note-takers (use a chart to help you explore how a set of things are related to one another). By analyzing the grid you'll be able to see connections, make predictions and master important concepts. For example:   <http://www.readwritethink.org/files/resources/lesson_images/lesson240/chart.pdf> |
| * Phonemic Development | * Use of songs, nursery rhymes, and activities to play with the sounds (phonemes) of language * Play with spoken words, syllables, and sounds (phonemes) * Oral practice of blending sounds and segmenting words * Rhyming activities allow students to understand the concept of phonemic awareness by focusing on hearing the sounds of words. |
| * Phonological Skills | * Integrate phonics within text reading supporting letter sound correspondence and high frequency words (i.e. demonstrate sound stretching as they write the morning message and interactively chart stories and compose writing in front of students) * Use hands-on alphabetic manipulatives to practice blending sounds into words and segmenting words into sounds (phonemes) * Encourage phonetic invented spelling * Use word walls to scaffold support of reading/writing of pattern words and high frequency spelling |
| * Fluency | * Explicit instruction, modeling, and guidance to develop the components of fluency (automaticity, self-correction, intonation/expression, pace for meaning, chunks per punctuation and anticipated meaning * Read and reread with sufficient accuracy and fluency to support comprehension. Specify the number of times (four for most students) or until a certain level of fluency is reached (words per minute) * Repeated and monitored oral readings (i.e. audiotapes, being read to, reading buddies, poetry, reader’s theatre, books on tape, wall charts, choral reading, neurological impress, echo reading of small passages, radio reading, take home books at easy level). * Limit silent, independent reading with minimal guidance for students with fluency concerns as incorrect memories require 4-6 times the normal repetition to relearn. * Develop fluency with easy text (i.e. text with patterns, that allows anticipation of words and meaning, with rhymes and rhythm, refrains; at the independent level, series books, non-fiction thematic materials. Instructional level should only be read with someone to give immediate feedback. * Monitor fluency through miscue analysis or running record; count words per minute and % missed or sounded out or use a set passage of 100 words and time it (the Martston and Magnussion method). |
| * Comprehension | * Use organizers to support comprehension such as:   + Thinking maps   + Folded organizers   + Cognitive maps like SQ3R or Frayer Model   + Mind maps, webs, or other arrays with pictures or media   + Story or event maps   + Sequence organizers   + Advanced organizers such as anticipation guides * Use rigorous and relevant finishing questions with each graphic organizer which link how the parts of the organizer deepen an understanding of its whole * Have students put learning in their own words (not just copying) * Share graphic organizer with partner or small group * Teach students about non-fiction text features that support understanding of non-fiction text (ie headings, sidebars, maps, graphs, charts, captions) |

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| **Diagnosing for Instruction**  “How do you know what to teach and when learning is happening?”   * Guided Reading Cueing Systems * Screen for concerns * Monitor for growth * Inform instruction | * Plan and use assessment data aligned with the Three Guided Reading Cueing Systems:   + Visual – (Graphophonic Cue System) “Does it look right?”     - Sounds and symbols     - Analogies     - Print Conventions: Directionality, Words/Spaces, Letters, Beginnings/Endings, Punctuation   + Structure – (Syntactic Cue Systems) “Does it sound right?”     - Natural language     - Knowledge of English     - Grammatical patterns and language structures   + Meaning – (Semantic Cue Systems) “Does it make sense?”     - Story sense     - Prior knowledge     - Text     - Illustrations   + Integration of all 3 systems for student self-monitoring   + Diagnostic assessment   + Ongoing formative assessments (i.e. conferring, running records, and anecdotal records)   + Summative Assessment |
| **Text Use**  “What kinds of text and for what purposes do your students access text in and out of class?”   * Complex Text - Fiction   and Non-Fiction   * Leveled Text - Fiction and Non-Fiction | * Provide access to a large variety of books and time to engage with print in authentic ways * Strategically incorporate complex text in a range of subjects * Incorporate reading daily using large doses of non-fiction text and opportunity for students to choose the non-fiction they read and/or research. * Frequently use “write to learn” quick writes * Provide instruction and practice with appropriately leveled instructional texts * Use engaging text whenever possible – if it is interesting more kids will read it * Match text to students – help kids discover what is too easy, too hard, and just right * Know and use various text features to locate key facts or information |
| **Integrating Reading, Writing, & Idea Processing Strategies**  “How do you help students understand what they read?”  “How do your students communicate their knowledge and understandings in writing?”  “How do you help student organize their thinking | * Use critical or essential questions for lessons or units that are rigorous, relevant and jumpstart inquiry and discovery learning * Model and teach comprehension strategies to help students increase understanding of text using direct instruction, modeling, guided practice and opportunities for application: predicting, clarifying, questioning, making connections, visualizing, determining importance, summarizing, inferring, evaluating, justifying and synthesizing. * Scaffold teacher questioning and graduate depth; explain and describe, then analyze and summarize, and finally create, justify, and evaluate (Use Bloom’s or Depth of Knowledge questions) * Incorporate cognitively complex questions for all learners. Structure opportunities for students to ask the complex questions as well as answer them. * Ask questions aligned with clear learning objectives and have students probe topics using their own * Create authentic literacy activities & contexts for real life literacy * Teach students to think while they read and provide them with a variety of ways to help hold thinking by text coding or highlighting, using sticky notes, or using graphic organizers * Provide opportunities for students to share their thinking with other students – verbal collaboration moves thinking to the frontal lobe of the brain where higher-level thinking takes place * Engage in literate/academic conversations * Practice determining relevance to self, others, the world * Ask and answer questions about key details in a text * Retell stories, identify main ideas and demonstrate understanding of their central message * Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text * Promote opportunities for students to dictate, write, and/or draw, for a variety of purposes * Help students distinguish between non-fiction and fiction text features * Model and provide opportunities for students to practice self-monitoring while they read, write and think * Help students identify when they are struggling, how to apply fix-up strategies, when to seek help |

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| **Student Dialogue and Grouping Strategically**  “What strategies do you use to support verbal articulation and processing?  What grouping is best for this learning?”   * Whole Group Instruction * Small Group Instruction   \*Skills needed  \*Interests   * Individual Instruction | * Ensure extensive opportunities for students to read independently * Provide numerous opportunities to work with partners, groups, and whole class through:   + Workshop structures (Reading, Writing, Reading/Writing)   + Reading Aloud or Interactive Read Aloud   + Shared Reading   + Guided Reading   + Independent Reading   + Modeled Writing   + Independent Writing   + Interactive Writing   + Interactive Editing   + Think-Pair-Share processing   + Grouping for study buddies   + Book Clubs/Socratic Inquiry   + Reciprocal Teaching: Applying strategies of predicting, clarifying, summarizing questioning, and determining importance into guided practice   + Word Study   + Advanced Word Analysis   + Oral Presentation * Plan structured grouping practices for active engagement and appropriate differentiation * Use non-volunteer questioning methods and build in processing time * Use “talk moves” to extend thinking by asking students to revoice what has been stated, restate another’s reasoning, apply their reasoning to another’s, prompt for participation, and use wait time. * Use of appropriate leveled reading for instruction * Use of interactive digital tools for instant and individualized checks for understanding * Establish groups that foster security to enhance risk-taking and increased success (Affective Filter) * Model and provide descriptive teacher feedback to students; teach students to do the same with peers. |